

INTRODUCTION

On January 9, 1954, eighty-nine representatives from thirteen different New England college radio stations gathered at Amherst College to discuss problems common to college radio stations as a whole. The discussions were channeled into five major topics, these being, business, general station problems, programming, networks, and technical. An informal discussion concerning the problem of college television broadcasting was also held.

The following pages represent the sum total of these discussions. Being informal, there were no formal notes taken at the television panel. As you will see the form of the different reports varies according to the manner in which the individual panel secretaries submitted their reports. Form notwithstanding, we hope ^{each} presents to the reader a clear summary of the respective discussion.

We wish to thank the many stations who have sent us notes since the conference. We sincerely hope that this conference has not been the last of its kind. In an expanding field such as college radio, we feel there will always be a need for the solution and discussion of common problems. It might be very fruitful, then, if such a meeting might become an annual affair. The nature of college radio being what it is, there are always new personnel assuming the roles of responsibility in the individual station. The experience gained by one set of officers cannot always be passed on to the next set. Therefore, through a conference such as this, the new men and/or women may be helped in their quest for good broadcasting and quality. We would be very interested in hearing from any of you who attended this year's meeting or anyone else who would be interested in attending such a meeting next year. If a definite date could be set well in advance, many of the problems which faced this year's committee might be overcome more easily. The prime example of this is in securing an outstanding speaker. This year we could not obtain one because the men approached were engaged far in advance and could not cope with our short notice.

We cannot speculate as to the real success of the discussions, for each individual station, being at its own stage of development, has its own individual problems. We only hope that we did succeed in helping some of you and thank those of you who did the helping.

Michael Aronchick
Michael Aronchick
Chairman, Conference Committee
WAMF, Amherst College

(Additional copies of this report are available on request.
Mail such requests to Michael Aronchick, Conference
Committee, WAMF, Amherst College, Amherst, Massachusetts.)

GENERAL STATION PROBLEMS

Moderator:
Robert Hodgen
Station Manager, WAMF 1953-1954

With twelve stations represented the session on general station problems started with a discussion of hierarchical organization. In general, each station was found to be governed by an executive board or council of some sort with little faculty control in most cases. These stations seemed to be organized along two major lines-- those who function as replicas of commercial radio stations and those who operate as clubs. The former usually have a more or less self-perpetuating hierarchy with a variety of semi-democratic or oligarchic methods of electing new officers, while the latter are found to operate under the principle of free elections of capable members to the positions of president, vice-president, secretary, and treasurer, who in turn appoint a board consisting of station manager, program director, technical director, chief engineer, and various department heads. The number and names of executive officers and department heads vary with individual stations, but in each station is to be found positions comparable to those of commercial station managers and program directors who serve in executive capacities. However, in all cases final executive authority on matters of policy and the like is to be found vested in the executive board or council, meeting as a group. Time of election of new officers was found to vary with each station according to the general extra-curricular organizational set up within a particular college and also the past experience of the individual station in changing commanding officers. On the whole, station organization seems to have developed along the same general lines within each station with variations to meet special individual needs and responsibilities.

From this discussion of general organization and hierarchy arose the question of competition or selection for positions within the station's organization. Most stations make their selection of executive board members and department heads on the basis of general ability along certain lines as well as an individual's personal capabilities in personality and the like for filling a certain position. Some stations, however, operate on a principle of competition in selecting board members and other officials. This competition consists of all eligible personnel being assigned certain definite tasks in specified areas with an eye towards a definite position or positions. Each eligible person is given the opportunity to try out insofar as he is able, regardless of any particular choice he may have. Thus every aspirant for every position competes against every aspirant for every other position. Of course, there may be any number of exceptions to this rule depending upon the individual station and the people involved. At the end of this competition period, each competitor's performance is reviewed by the outgoing executive board and on this basis along with considerations of an individual's choice of positions, selection or nomination for a definite position is made. Further information about this particular method may be obtained from WAMF, Amherst College.

The next problem to come under discussion was that of getting and training new personnel. First comes the job of interesting new people in the station. The time of year for admitting undergraduates

to a training program differs between colleges, depending upon college rules concerning extra-curricular rules for freshmen. In those colleges in which freshmen are eligible to enter a training program in the radio station at any time they are usually all informed of this immediately upon their arrival on campus by means of postcards, posters, or the radio itself. Some stations contact freshmen during the summer preceding their enrollment. Perhaps one of the most interesting methods of getting freshmen interested in the college radio station is that employed by WLFJ at Lowell Tech where various station members walk into freshman rooms, turn on the radios, and tune in the station which at that time is airing its programs right at the frosh. In other stations that are forced to wait because of college regulations or because they prefer to, programs especially made up to attract the interest of the freshmen as well as to help them out in their first few weeks at the school are to be found. On opening their training period later in the year, these stations usually give talks or run displays with other campus organizations at open meetings, later calling special meetings for all those interested in the radio station in particular. One problem arising here is that of competing with other campus organizations for the best personnel from the freshman class. This problem is met and overcome in different ways on different campuses. High and low pressure methods, bribery, cut-throat operations, compromise and even co-operation may be instrumental in getting new personnel. This depends on the college involved.

As for the training of new personnel there seem to be two main processes with numerous variations. One method in common use is that of a general training program in which all heelers, competitors, flunkies, or whatever you wish to call them are subjected to the same training, regardless of interest. Under this set up all must put in a certain number of hours per day, week, or healing period, doing a variety of odd jobs and picking up a wide scope of knowledge about the station's operations. Upon completion of this general training period, the healer may be selected for station membership, and then go on to do further work in a particular department or departments. The chief advantage in this method is that each member learns a little bit about each aspect of the station. For further specific information about this training procedure, contact WYEC at Yale.

The second major method of training personnel discussed is one which may be termed specialization. At the first meeting of competitors they are asked to choose no more than two departments within the station in which to train. After preliminary voice tests and instruction in hand signals and other standard operating procedures, competitors are assigned to the heads of the departments of their choice for training assignments. Scheduling and overall co-ordination between departmental training programs are handled by a scheduling director or a head of competitors. In some stations throughout this training period a spirit of intense competition is maintained to both stimulate greater interest and to weed out

poor material. Under this system, there is not only specialized departmental training given to the competitors but also a variety of projects and odd jobs that give a wider knowledge of station operations and policy. Full details on this system may be obtained from WAMF at Amherst.

In the subsequent and final discussion that followed on the general status of the radio station on the college campus, it was found that in almost every case the radio station maintains a position of major importance and responsibility in extra-curricular activities. In some cases it acts with a great deal of support from the college administration, while in others the station may operate in spite of the administration. The position of the station on the college campus has grown from one of an activity mainly for "bugs" on electronic equipment to one which gives training in all dimensions of commercial radio broadcasting while providing both entertainment and educational value for the entire college community.

best material. Under this system, there is not only specialized
departmental training given to the recruits but also a variety
of practical and job that give a wider knowledge of station
operation and policy. This details on this system may be obtained
from War of America.

In the subsequent and final discussion that followed on the
general status of the radio station on the college campus, it was
found that in almost every case the radio station maintains a
position of major importance and responsibility in extra-curricular
activities. In some cases it acts with a great deal of autonomy
from the college administration, while in others the station may
operate in full of the administration. The position of the station
on the college campus has grown from one of minor activity during the
1920's to electronic segment to the whole time training in all
branches of commercial radio broadcasting while training both
entertainment and educational value for the entire college community.

NOTES ON NETWORK DISCUSSION OF CONFERENCE

Moderator and Keynoter:

Greg Dawson WYBC, Yale and the Ivy Network

Greg Dawson

Mr. Dawson opened with a brief description of the Ivy Network which he described as a "successful operation." Harvard, Yale, Cornell, Princeton, Pennsylvania, and Dartmouth are members of this group whose chief aims are: (1) to obtain national advertising income jointly; (2) the exchange of ideas, programming, etc. The network office is located in New Haven. It started large scale operations in 1950 and today its activities include 1) promotion of the network and publicity 2) the sale of national advertising 3) work by each individual station on a particular station problem (programming, advertising, technical, etc.) with the hope that a compiled book about the network operation will eventually be printed.

Problems of network broadcasting were outlined briefly as:

- 1) Standardization of programs
- 2) Merchandizing of sponsors' products-- which is a way of obtaining more advertising, e.g. putting posters in store windows or on campus concerning sponsors' products. Lucky Strike posters are a good example of this.
- 3) communication between stations
- 4) surveys and polls which also help advertising

Suggested for discussion were such problems as:

- 1) College radio limitations
- 2) purposes of college radio
- 3) What is college radio?
- 4) demand for individualism of each station
- 5) feeling from within each station as a stimulating drive to do bigger and better things
- 6) value of college radio for members and audience

The floor was thrown open for discussion:

Lowell Tech-- possibility of continuous 24 hour operation through the use of 8 hour tapes

Smith -- possibility of circulation of best tapes of key shows among various other stations

Yale-- Piped in music through restaurant service used from 9 A.M. to 1:15 P.M. since Yale prohibits students from working at the station in the morning

Lowell--- Possibility of "lifting" programs from F.M. stations with their permission by the use of "Multiplex"

Ivy Network-- each station does a one hour show sent to all other stations

Lowell --- Tapes from various stations could be sent to some central point where an eight hour tape could be made. Communications problem might be solved by the use of ham radio league which reached all cities

Yale-- We don't have any ham radio at Yale

Amherst-- Suggestion that election network that we used with telephone lines could be used for other shows. This was generally agreed to be a good idea.

Yale-- Cost of selling network shows have prohibited it up to now

Williams-- You could add more stations to a line and thus reduce the average costs per station

Yale-- Billing system in Ivy Network; each station that uses a show sends an affidavit to the network office which sends a joint affidavit to the advertising agency. The agency then pays the network office which in turn sends a check to the individual stations. Works smoothly, efficiently, and rapidly.

Yale-- No problem of "too much advertising". Problem of "objectionable advertising" is rare although must always be on the lookout for it.

Lowell-- Programs of outstanding personalities of school. Columbia has a series of outstanding speakers.

Brown-- Brown has a series of outstanding speakers which they are willing to share with any other stations that will send them an empty tape.

Yale-- Stations of various colleges are always willing to help each other in arranging for such things as game broadcasts, etc.

Unfortunately, at this point the discussion was forced to end as the allotted time ran out.

Kala--

Cost of selling network news have provided it up

to now

Williams--

You could add more stations to a line and thus reduce

the average cost per station

Kala--

Billing system in my system; each station that uses

a show sends an affidavit to the network office which sends

a joint affidavit to the advertising agency. The agency

then pays the network office which in turn sends a

check to the individual station. Network accounting,

efficiently, and rapidly.

Kala--

Is product of "see and advertising" problem of

"professional advertising" is rare although many

always do on the lookout for it.

Lowell--

Programs of outstanding personalities at school

Columbia has a series of outstanding speakers.

Brown--

Brown has a series of outstanding speakers which they

are willing to share with any other stations that

will send them an order tape.

Kala--

Stations of various colleges are always willing to

help each other in arranging for such things as

game broadcasts, etc.

Unfortunately at this point the discussion was forced to end

as the allotted time ran out.

PANEL ON PROGRAMMING

Moderator:
Burt Griffin, WAMF, Amherst

Keynoter:
David Levi, WHRB Harvard

Mr. Levi began the discussion with speculation on whether or not a station should have a general "program policy." He brought out that this was a very important question since it determines for the listener what he will hear and when. At Harvard, he went on to explain there, is such a policy. The major reasons for this were 1) commercial competition from Boston proper, 2) the nature of WHRB's audience who use the station's classical music for a study background, and 3) people come to identify WHRB as a "Classical Music" station.

This, of course, raises the problem of those people who do not want to be merely disc jockies so to speak for classical music. This is remedied to some extent by the taping of "live" concerts.

The Harvard policy is then based on block programming, on Harvard study habits, on the dinner time break, and on the closing of the Library.

7 This policy is kept flexible enough, however, so as to allow the broadcasting of other events of general interest such as sporting events. These, nevertheless, are kept at a minimum so that the station will not lose its identity as a "Classical Music" station. WHRB maintains a high quality of program personnel to go along with this policy and thereby also keeps its prestige high.

In conclusion, Mr. Levi stated that his station adopted this policy because it fitted the circumstances at Harvard. In other cases, such a policy might not be called for, and thus, each station must decide for itself just what the circumstances call for.

A discussion period followed:

Yale-- The 10:30 to 11:00 spot is reserved for features on different nights. People aren't studying but apparently use this period for relaxing. How many hours a day do you (Harvard) spend on classical music?

Harvard-- About eight and a half

Yale-- Do you limit your sponsors?

Harvard-- We don't sell the shows, we sell the breaks.

Amherst-- What's the set-up at Yale?

Yale-- Program policy features more remotes on lectures, college singing groups, etc. We also have listeners request classical music.

Dartmouth-- How about the problem of college news?

Harvard-- WHRB staff is in direct competition with the Crimson. They need personnel to dig up the stories; the News Director and the deans were recommended as sources.

Dartmouth-- How do you combat the prestige of the college daily?

Harvard-- Do the story right! Also, we don't accept notices. There is no editorializing. We try to scoop the paper.

Amherst-- Do you use the UP or some other wire service?

Trinity-- Five minutes before each hour, and one fifteen minute cast with news and sports from the ticker. No school or Connecticut news.

Yale-- Use the football prophet and outside commentators.

Harvard-- We have a professor commenting on the news.

Dartmouth-- At 10:00 P.M. we have fifteen minutes on Hanover, the Nation and the World. We also have features on Science and Books. We use professors for this but we have to be careful in picking the right one.

Amherst-- We have Sunday Edition, a summary of the week's events, and commentary shows from the UP ticker.

Amherst-- What about Sports?

Yale-- We have special features depending on the season along with regular ticker shows. We do all the football games.

Trinity-- Who pays?

Yale-- 20% of all the games are bought by local sponsors.

Trinity-- We lack the money, time and personnel to do all, but we do home games.. not many remotes.

Amherst-- How about special programs?

Lowell Tech.. Blind date show..tape the gals, and the guys choose them by number.

-Wesleyan

Wesleyan-- We have special news and sports shows. We also have special shows for the frosh. We try to relate courses and programs.

Lowell Tech-- We find much competition with phonographs in the frats.

Williams-- To help overcome this we have tried to raise interest in our programs through such devices as interfraternity quizzes and song contests. We also have a drama workshop with Bennington.

U. Mass.-- We have special Saturday night programs aimed at the houses.

Amherst-- On Saturday nights we have continuous dance music.

Lowell-- We try interviews with major personalities when possible.

Amherst-- How about publicity and public relations?

Trinity-- posters in local stores.

Lowell-- We have a kiddie show, a take off based on college life.

Smith-- We find we must cater to on campus listeners. A faculty DJ show and a "Composer's Alley" for talent laden students helps.

Harvard-- Remote, on the spot programs, as frosh enter are used to snow them-- "we are there" technique . Also use gifts from local merchants.

Williams-- Runs a riot for the frosh.

Yale-- Gives away ash trays as frosh finish registering. Also have party with the Rheingold girls .

Williams-- Advertising done via the blotter concession.

Lowell-- Install a coke machine, and people drop in.

Dartmouth-- Sends a newsletter to everyone,

Harvard-- Prints up basic program schedule and distributes.

Wesleyan-- Uses quiz idea to get interest.

Amherst-- Musical quiz with Lucky Strikes as prizes

Trinity-- Local merchant supplies free gas for ads

Amherst-- How do you build a Town audience?

Trinity - Cater to the town. You have to make money from them. We do not aim at the faculty

Amherst-- We present dinner music for the town. We also have Saturday night request show.

At this point the time allotted for the panel expired.

PANEL ON TECHNICAL PROBLEMS

Moderator:

Paul Penfield Jr., WAIT, Amherst

After a few opening remarks by Mr. Penfield, the floor was thrown open for discussion.

The problem of coverage was first discussed. Each station explained its own set-up and commented upon it. The discussion:

- Amherst-- Uses carrier current. 35 watt transmitter coupled to one of four primary power circuits in the town of Amherst, leaving loopholes in coverage, missing many of the fraternity houses. Planning to couple another transmitter into one of the other primaries.
- Lowell-- Carrier current, coupled to secondary power circuit. Covers two dorms and school buildings.
- Rhode Is.-- Multiple transmitter set-up. Not too successful.
- Maine-- Carrier current. 25 watt transmitter coupled to secondary circuit; covers women's dorms but this was not enough. Planning to add another transmitter to cover the north end of the campus.
- Dartmouth-- Carrier current, coupled to primary power lines is used.
- U. of Mass.-- FM, licensed, educational station. Converts to AM in the dorms. No trouble with the FCC, but doesn't cover the whole campus with AM.

This outline having been presented, the discussion proceeded to the problems involved in obtaining good coverage. It was pointed out that radiating from an antenna seemed the best solution. This, however, exceeds the radiation limits imposed by the FCC on unlicensed broadcasting, as outlined under part 15 of the regulations of the FCC. Stations have adopted carrier current, with an allowed radiation according to part 15 of 157/frequency, in feet, the radiation at this point not to exceed 15 microvolts/meter.

FM, as adopted by the U. of Mass. was discussed as a possible solution: Licensed by the FCC as educational; personnel need license to switch transmitter on and off (license-restricted 3rd class). This can be received merely by writing and asking for it. The University, however, requires a regular 3rd class license of all persons operating the board. A ten watt FM station must have 2nd class license holder on call at all times. The educational FM is non-commercial. Lack of definition of "educational" has led to difficulties.

It was now brought up that FM stations were required to go off the air during conelrad alerts. Penfield added that all stations, and especially college stations on 640 should go off. The question now was -- how does one know when to go off? The answer was to monitor some big station such as WBZ or WTIC. This can be done with a special monitor device to register some warning when a station such as one of these to which it is tuned interrupts its carrier. WMUA required

February 17, 1947, Amherst

After a few opening remarks by Mr. Verne, the floor was
turned over for discussion.

The program of coverage was first discussed. Each station
explained its own set-up and commented upon it. The discussion
was carried over to the next session. It was recommended that
one of four primary cover stations be set up in the
vicinity of the primary station. This was to be done
by another transmitter and one of the other stations.

Carrier current, applied to secondary cover station
covers two down and second buildings.

Multiple transmitter set-up for the secondary cover.

Carrier current. It was recommended that one
secondary station cover down and second buildings
not enough. Planning to add another transmitter to
cover the fourth end of the campus.

Carrier current, applied to secondary cover station in room.

Mr. Verne, recommended station. Discussion was held
in the room. The results were the following: The speaker
cover the whole campus with AM.

This station having been established, the discussion proceeded
to the station involved in a detailed plan of coverage. It was
noted that the station involved in a detailed plan of coverage
was not working from an antenna and the results were poor.
However, the station involved in a detailed plan of coverage
was not working from an antenna and the results were poor.
The station involved in a detailed plan of coverage
was not working from an antenna and the results were poor.
The station involved in a detailed plan of coverage
was not working from an antenna and the results were poor.

It was suggested by the speaker that the station involved
in a detailed plan of coverage was not working from an antenna
and the results were poor. The station involved in a detailed
plan of coverage was not working from an antenna and the results
were poor. The station involved in a detailed plan of coverage
was not working from an antenna and the results were poor.
The station involved in a detailed plan of coverage was not
working from an antenna and the results were poor.

It was now brought up that the station involved in a
detailed plan of coverage was not working from an antenna
and the results were poor. The station involved in a detailed
plan of coverage was not working from an antenna and the results
were poor. The station involved in a detailed plan of coverage
was not working from an antenna and the results were poor.
The station involved in a detailed plan of coverage was not
working from an antenna and the results were poor.

to send in reports of its monitoring. An FCC manual is available with all the information about what is required of stations.

Discussion on this topic was terminated. Penfield asked if the stations represented would care to comment on any special equipment or set ups they had that they found particularly useful. All found extensive use for remote amplifiers. RCA and Collins were praised highly. The question was raised as to the advantages of a battery pack for one of these amplifiers. It was pointed out that many times broadcasts had to be made from places in which power was not readily available, e.g., Amherst having to string 1000 ft. of line to broadcast the Amherst Harvard baseball game. It was asked if all the stations operated with equipment built by themselves. Most did not, using standard equipment. Second hand equipment may be found for sale in Broadcasting Telecasting magazine, while schematics may be obtained from Daven, RCA, Gates, and others, along with general information as to what facilities should be incorporated into a board built by a college station, or other pieces of equipment. In the field of remote broadcasting, it was pointed out that Class D telephone lines, where a line amplifier is needed, uses a one way amp that makes talkback along the line possible. A question was raised about a phantom circuit, which allows conversation with the studios from a remote broadcast in addition to the program being sent, all over the same pair of wires. It consists of two centered tapped repeat coils one at each end of the line. Any signal applied between the center tap and ground at one end will appear at the same place at the other end of the line without interfering with the signal being applied to the line.

Concerning standby equipment, some stations have found it handy to have secondary control boards, say for a big studio, able to be converted either with a switch or patch cords into the equivalent of a master control room, sending their signal directly to the transmitter. This is also found helpful for allowing the master control to be used for rehearsals or programs. The plug in amplifier and preamp have been generally found to be the most efficient, allowing for easy servicing and quick replacement in the event of failure.

The response of audio equipment was the next topic discussed. The FCC standards were quoted: for FM, 15-1500 cps ± 1 , for AM 50-10,000 cps ± 2 . Amherst was asked how they would the coils to maintain the proper transmitter band width. Penfield replied that the solution was in small radius coils utilizing large wire.

The meeting was brought to a close with a discussion about a letter to be sent to the FCC concerning college radio stations and the limitations placed on them by the FCC. The main point was to let them know that we are interested in what they are doing, and that we want some recognition of our existence. A copy of the letter will be sent to all stations involved before being released, for their additions and/or general approval.

to send in reports of the meeting. As the meeting is available
with all the information about what is required of students.

Discussion on this topic was postponed. Possible action
if the situation remained would have to depend on any special
arrangement on and how they had been previously made.
All found otherwise was for possible arrangements. The
same was said. The question was raised as to the
of a battery pack for one of these machines. It was pointed out
that many times machines had to be used from about 1940 to
was not readily available, e.g., the machine used to make
of this is because the machine had been broken down. It was
at all the machine operated with a battery pack. The
that did not, using a standard battery. Several have
be found for sale in the market. The machine was
operation may be obtained from the U.S. Navy, and
about with general information as to what machine should be
introduced into a battery pack by a battery pack. The
of the machine. In the field of machine operation, it was
pointed out that the U.S. Navy had a machine which was
in needed, was a one way machine. The machine was
possible. A question was raised about the machine which was
operation with the machine from a machine which was
to the machine being used. All was said and it was
consists of two machines. The machine was said to be
the time. The signal applied between the two machines was
at one end will appear at the other end of the machine
line without interfering with the signal being applied to the line.

Concerning the machine which was said to be
it may be that the machine was said to be
to be used in the machine. The machine was
of a machine which was said to be
to the machine. This is also the machine which
machine which is used for the machine. The machine
operation and machine have been said to be
operation, allowing for any machine which is
the machine of the machine.

The machine of the machine was said to be
operation. The machine was said to be
for the machine. The machine was said to be
operation was said to be said to be said to be
operation and machine. The machine was said to be
in the machine which was said to be.

The machine was said to be said to be
about a machine to be said to be said to be
operation and the machine which was said to be
operation was said to be said to be said to be
operation, and that to be said to be said to be
A copy of the letter will be sent to the machine
being received, for the machine which was said to be.

NOTES ON THE BUSINESS PANEL DISCUSSION

Moderator:
Tom Jenkins, WAMF Amherst

Keynoter:
Pete Widmer, WRTC, Trinity

The following is an outline of the major trends of the business discussion, along with suggestions and general comments, in the order in which each occurred:

Remarks by Mr. Widmer:

I. College Radio Corporation

1. some sort of national affiliation is needed

II. What Trinity does for advertisers

1. keeps them happy by sending them advertising copy
2. tries to keep in close contact with them
3. find that results depend on the quality of announcing and programming

III. Trinity Business set-up

1. departments are independent
2. each receives fixed allotments of station's income

IV. National Advertising (open discussion)

1. relation between College radio stat Corporation and Intercollegiate Broadcasting System
 - a. IBS feels they can reduce operation costs through "blanket network option."
 - b. when national advertising gets more abundant the control of such advertising would get out of the control of the individual station
 - c. The I.B.S. agent said that there was no danger of IBS interfering with programming. They are not a corporation, but a board dependent upon the individual stations
 - d. closer attendance to regional meetings gives members more control
 - e. possible solution: leave certain hours of the day under optional advertising time. Present this option to the local advertiser, so that national advertiser wants a certain time, the local sponsor can be moved satisfactorily
2. merchandising of sponsored products and their promotion was discussed

- Trinity--
- a. we are interested primarily in programming
 - b. unfortunately advertising is a necessity
 - c. therefore, we, like national networks, must promote merchandise
 - d. a compromise is necessary

V. Problems of Local Advertising

1. competition with other campus organizations
2. keep sponsors satisfied
 - a. provide advertiser with tape
 - b. publicize and promote products and programs with sponsor's name attached
 - c. get people into store through quiz programs
2. at the same time, do not be afraid to approach big concerns

VI. Records

1. Sam Goody pays for advertising in records per month
2. record companies have discount agreements

Washington, D.C., January 1, 1900.

The following is an outline of the report made by the Commission, along with suggestions and general comments, in the various lines in which such comments are made.

Report by Mr. Wilcox.

I. College Lands Commission.

1. Some sort of a special commission is needed.

2. What kind of a commission?

3. How long should it be in existence?

4. How should it be organized?

5. What kind of a report should it make?

6. How should it be supported?

7. How should it be organized?

8. How should it be supported?

9. How should it be organized?

10. How should it be supported?

11. How should it be organized?

12. How should it be supported?

13. How should it be organized?

14. How should it be supported?

15. How should it be organized?

16. How should it be supported?

17. How should it be organized?

18. How should it be supported?

19. How should it be organized?

20. How should it be supported?

21. How should it be organized?

22. How should it be supported?

23. How should it be organized?

24. How should it be supported?

25. How should it be organized?

26. How should it be supported?

27. How should it be organized?

28. How should it be supported?

29. How should it be organized?

30. How should it be supported?

31. How should it be organized?

32. How should it be supported?

33. How should it be organized?

34. How should it be supported?

35. How should it be organized?

36. How should it be supported?

37. How should it be organized?

38. How should it be supported?

39. How should it be organized?

40. How should it be supported?

41. How should it be organized?

42. How should it be supported?

43. How should it be organized?

44. How should it be supported?

45. How should it be organized?

46. How should it be supported?

47. How should it be organized?

48. How should it be supported?

49. How should it be organized?

50. How should it be supported?

VII. Problem of increasing advertising and inadequate coverage

1. work through school
2. apply for national advertising
3. go after small enterprises
4. run movies
5. seek discounts in expanding on equipment and such

At this time the discussion was terminated as the allotted time expired.

VII. Problem of increasing advertising and publicity coverage
1. work through school
2. apply for national advertising
3. go after small enterprises
4. run movies
5. seek discounts in advertising on equipment and such

At this time the class also was forewarned as the class was
expected.

The following is a list of those schools and personnel which registered for the conference:

WAMP-Amherst

Paul Penfield Jr.
George Kidder
Charles Morgan
Larry Young
Matthew Budd
Arthur Rosenberg
Jeffrey Kalil
David R. Goldberg
Robert Hodgen
Jay Jacobson
Burt Griffin
Michael Aronchick
David Schwartz
Robert Henderson
Lee Miller
Richard Gans
Tom Jenkins
Allan Damon
William Salot
Donald Buebendorf

WDBS-Dartmouth

Joseph Giden
Peter Robinson
Peter Roos

WHRB-Harvard

David Levi

Lowell Textile Institute-WLTI

Edward Bonacci
J.A. Sherman
Maureen Sullivan
Charles Durant
Elaine Kenny
Allen Marcus
Walter Schubert
George Krause
Colin MacGregor
Robert Alrod
A. Weiser
Arnold Freeman
Larry Hince

WORO-University of Maine

David Switzer
John MacGregor
Donald Freeman

WMAU-University of Massachusetts

Peregrine White
Joseph Larson
Edward White
Betty Sweeny
Robert Hartwell

WMHC-Mount Holyoke College

Lynn Davis
Ann Meredith
Nancy Wiggin

WHOI-University of Rhode Island

Walter Zadanoff
James Norman
Larry Higgins
Paul Nordquist
Jerry Jacobs
Judy Auerbach
Rae Hodges

WCSR-Smith College

Saby Davis
Boo Barbour
Nikki Ernstoff
Gail Ward
Al Thompson
Roe Herty
Anne Williston
Bea Kelly
Lois Lehrman
Dottie Coffman

WRTC-Trinity College

Thomas Bolger
Pete Widmer

WESU-Wesleyan University

Richard Gillis
Larry Stanford
Hoyt Chapin
Herbert Zornow
Jay Wyllie
Jackson Goodhue

WMS-Williams College

John Loomis
Jack Pratt
John Gosselin

WYEC-Yale

William Usher
Charles Krause
Mark Finston
James Boorsch
Gregory Dawson (Ivy Network)
Ted Calleton (Ivy Network)
Ted Putney

